Qualify

CONTENT: Introduce people and name nationalities.	MATERIAL: English for Life, CD 1, maps of the world, flash cards, DVD Oxford	Class 01	UNIT 1

STEPS	ATIVIDADE
WARM UP	• **WRITE** A: *Hi! How are you?* B: *I'm fine thanks, and you?* A: *I'm fine thanks. I'm (name) Nice to meet you.* B: *I'm (name) Nice to meet you too.* • Tell students to stand up and move around, having a conversation to different people.
1	• **PRE LISTENING ORAL QUESTIONS** *Who can you see? Where are they?* • **PLAY LISTENING 1.1 (CD 1 track 2)** - Ask students to underline new vocabulary. Wirte them on the board. Explain them. • **POS LISTENING ORAL QUESTIONS** *Does Michael know Zofia?* **Elicit:** *No, he doesn't.* *Where is Zofia From?* **Elicit**: *She is from Poland.* *Is Michael Married?* **Elicit**: *Yes, he is.* *Is he in Krakow?* **Elicit**: *No, he isn´t.* *Does Michael know Krakow?* **Elicit**: *Yes, he does.* *When was he in Krakow?* ***Elicit***: *He was there last year.* • **VOCABULARY: Teach new words:** *co-workers, classmates, roommates.* - *Are they co-workers? Are they classmates? Are they roommates?* • Put students in pairs to practice the conversation • **LANGUAGE NOTE:** *Whereabouts* • **ANSWERS: Michael is from Canada and Zofia is from Poland.**
2	• **PLAY LISTENING 1.2 (CD 1 track 3)** - audio script at the end of the book. • **ANSWERS: 1- B 2- A 3- C**
3	• **ASK**: *How do you spell your nickname?* • **FLASH CARDS**: Each student has to spell a word and the others have to write.
4	• **ASK:** *What´s your nationality?* **Elicit:** *Brazilian.* • **PLAY LISTENING 1.3 (CD 1 track 4)** • **ANSWERS: China, Brazil, Ireland, Greece, Russia, the USA, France, Egypt, Japan, Spain.**
5	• **WRITE**: *Susan: Hello, My name is Susan. I am from the USA. Her name is Susan. She is American.* • **PLAY LISTENING 1.4 (CD 1 track 5)** – Audio Sript. 1 Hello. I'm Felipe. I'm from Brazil. His name's Felipe. He's Brazilian. 2 Hello. I'm Effie. I'm from Greece. Her name's Effie. She's Greek. 3 Hello. I'm Akira. I'm from Japan. His name's Akira. He's Japanese. 4 Hello. I'm Kate. I'm from the USA. Her name's Kate. She's American. 5 Hello. I'm Ahmed. I'm from Egypt. His name's Ahmed. He's Egyptian. 6 Hello. I'm Olga. I'm from Russia. Her name's Olga. She's Russian.
6	• **ASK**: *What´s your name? Where are you from?* • Put students in pairs to practice the conversation
RESOURCE ACTIVITY	• **FLASH CARDS**: Put the students in pairs. Give each pair a map of the world showing the different countries. • **SAY**: Find a country beginning with H (example). **Some suggestions**: *Australia, Brazil, Canada, Denmark, Ecuador, France, Greece, Hungary, India, Japan, Kenya, Libya, México, Nepal, Oman, Paraguay, Qatar, Russia, Spain, Thailand, Uruguai, Vietnam, Wales, (no coutries begin with the letter X).* • **DVD OXFORD**: Play the **DVD OXFORD (OXFORD FIRST CHOICE unit 2 – nice to meet you).** With no subtitle pause after each person and ask student what they understood. Play again with subtitle.
HOMEWORK	• Grammar book: **new and Old Edition** (UNIT 1, 2)

O que mais oferecemos ao aluno fora as aulas em sala de aula?

Lab: No Lab os alunos irão praticar mais exercícios no programa Grammar in use nos computadores e das unidades do English for Life. As lições que os alunos irão fazer no computados são as correspondentes do livro. Assim os alunos participam do Lab e ao mesmo tempo fazem os exercícios.

Quali Class: Em sextas-feiras alternadas têm as Atividades extras. Essas atividades extras são chamadas de QUALI CLASS e são preparadas pela Qualify. O professor apresentará uma aula, uma palestra, algo diferente e interessante para os alunos. Essas atividades sempre estão divulgadas por toda a escola, mas nós professores somos os maiores divulgadores. Todas as aulas devemos sempre lembrar aos alunos se na próxima sexta teremos uma QUALI CLASS. O aluno terá que agendar sua presença na recepção. Esse é mais um benefício dado para o aluno, mostre isso a ele. A duração da atividade é de 1 hora. As Quali Classes acontecem no período da manhã, tarde e noite.

Mnemonic: O **mnemonic** funciona como uma técnica associativa de memorização, onde o aluno associa uma palavra à outra ou a imagens. "Aprender a armazenar as informações por modelos e com associações fortes é um grande passo em direção ao desenvolvimento da nossa capacidade cerebral". Os alunos devem criar semanalmente um **mnemonic** com uma palavra que julga importante. Ex: SHOE = SAPATO / O meu ***sapato*** tem ***shoe***lé.

BALD = CARECA / Vi um **careca** com um **bald**e na cabeça.

Claps: Outra técnica motivacional que é utilizada é o CLAP. No curso nosso aluno não recebe apenas notas A,B,C,D,E ou 1, 2, ... 10, ele recebe também APLAUSOS de acordo com seu desempenho. O aluno pode receber aplausos em varias situações:

- **Sua Presença:** Chegando na hora certa o aluno recebe 1 aplauso, chegando atrasado ele não recebe.
- **Sua Participação:** De acordo com sua participação na aula, nos jogos e nos projetos, o aluno vai ganhando aplausos.

Com 150 aplausos, os alunos "compram" um livro de leitura. Temos vários títulos de livros. Eles levam os 150 claps na recepção, escolhem o livro que querem e aguardam sua chegada. Eles podem usar esse livro para sua apresentação no final do curso.

CLAPS	
Primeiro dia de aula	20
Crachá mais elaborado	5
Uso diário do crachá	1
Pontualidade	1
Homework	1
Composition	5
Mnemonics semanal	1
Atividades em sala (jogos, participação,	1
Aulas extras (a cada 30 min)	1

Presentation: A apresentação final deve começar a ser escolhida e preparada após o Primeiro Teste. Eles terão entre 5 e 10 minutos para apresentar algo para seus colegas, professor e eventuais convidados. Você professor pode usar uns minutos de aulas de correção para ajuda-los a pensar num tema. Eles podem usar o professor de reforço para eventuais ajuda e como uma eventual "cobaia" para uma apresentação.

Apresentação dos livros: Mostre que o livro English for Life é composto de 80 unidades. Ele tem uma divisão de Unidades sendo de quatro em quatro, sempre obtendo 1º Vocabulary, 2º Grammar, 3º Skills e 4º English for Everyday Life. As Unidades sempre serão dadas de duas em duas e após 8 unidades uma aula de Correção do livro Essential Grammar in Use. (Nesta hora você devera mostrar a folha de Homework)

Aulas de correção: As aulas de correção devem acontecer sempre no dia programado. Os alunos precisam ser informados sobre a importância de fazer a lição de casa. Porem as unidades pedidas para os alunos não são corrigidas em sala de aula, no final do livro Grammar in Use nós temos as respostas, então os alunos devem fazer a correção em casa

Provas: Durante o curso os alunos realizam duas provas. Uma na **aula 29** (sendo somente escrita de multiple choice) e a outra na **aula 58** *(sendo multiple choice, listening e speaking*. A provas são para os próprios alunos se auto avaliarem. Essas provas devem ser corrigidas pelo professor e mostradas aos alunos no dia seguinte, na aula de Test Feedback. OS ALUNOS NÃO FICAM COM AS PROVAS pois esta é um documento da escola.

Certificado: Ao final do curso eles ganharão um certificado contendo a quantidade de horas realizadas, porém os certificados só serão entregues para os alunos que realizarem todos os testes e tiverem 80% de frequência nas aulas. Caso o aluno não atinja os 80% de frequência e precise do certificado, ele pode fazer a reposição de aula até atingir a porcentagem mínima de 80% e daí então solicitar seu certificado na recepção.

Lista de presença : Como sabemos se o aluno teve 80% de presença? Todos os dias serão passados a lista de presença contendo a data da aula e o nome do aluno. O aluno deverá assina-la diariamente. Caso ele assista aula em outro horário, haverá uma folha especifica no final da pasta de cada professor para isso. O professor preenche e pede para o aluno assina-la.

Relaxamento : Para as turmas da tarde e da noite, antes de iniciar a aula o professor deve propor um relaxamento. Podendo ser uma musica calma, clássica ou até alguns dizeres. Esse relaxamento é muito importante, pois muitas vezes os alunos vêm do trabalho e/ou do transito e chegaram para a aula estressados. Os alunos que não quiserem fazer o relaxamento poderá esperar do lado de fora e os que chegarem atrasados e o relaxamento já tiver começado deverá esperar la fora também até o termino. O professora jamais poderá colocar o relaxamento e sair da sala. Incentive seus alunos a ficarem dentro da sala com seu exemplo.

Dedicação: A aula zero tem como objetivo explicar para o aluno a importância de um curso intensivo. A dedicação de cada aluno é fundamental para que haja uma evolução no aprendizado. Nós professores sempre estaremos disponíveis e cheios de vontade de ajudar a cada um, mas precisamos muito que o interesse inicial parta deles, e isso é essencial mostrar nessa aula. Muitos alunos nos questionam sobre a eficácia de aprender mesmo em somente 3 meses. Você pode explicar para ele que o conteúdo gramatical do nosso curso é essencial para ter fluência na língua. Nosso curso equivale a um curso de 2 há 2 anos e meio numa escola na qual ele irá somente 2X por semana. Porem deve-se ressaltar a importância da dedicação de cada um.

Qualify

CLASS 0

"Olá! O curso intensivo de 3 meses da Qualify está começando hoje e muitos dos seus alunos já concluíram o curso Fundamental que forneceu para os mesmos um grande conhecimento onde com certeza será muito mais fácil concluir com sucesso essa nova etapa em suas vidas."

Recepção dos alunos no primeiro dia: A aula zero é uma aula de festa para o aluno, é um dia que ele precisa ser bem recepcionado pela recepção, pela parte de vendas e, é claro, pelo seu professor. Vai ate a recepção 5 minutos antes de iniciar a aula e aguarde que te anunciem e peçam para os alunos te acompanharem. Já na sala de aula você deverá seguir os seguintes passos. Tente dar todas as informações na primeira parte da aula, dê um intervalo e na segunda parte é a hora deles preencherem os crachás com os nicknames e aprender o alfabeto.

Passo a passo

Apresentação: Já na sala de aula, o professor deve se apresentar, comentando um pouco de sua vida pessoal, como tempo de experiência, vivência no exterior caso tenha. Os alunos se interessam por isso, pois muitos deles procuram o nosso curso por motivo de trabalho.

Apresentação dos alunos: Peça para os alunos se apresentarem, dizerem um pouco de suas vidas, o objetivo ao entrar na escola (profissional, pessoal ou outro). Pergunte ao seu aluno: "Porque você quer falar inglês? Seja breve pois você tem muitas informações para dar.

Aconselho você a colocar esses tópicos em negrito na lousa pois dessa forma não esquecerá de nada e os alunos também saberão que há varias informações as serem dadas.

Curso: As aulas junto com o professor acontecerão de segunda à quinta com 2 horas de duração ou aos sábados com 4 horas de duração.

Horário da aula: A aula deve começar no horário certo mesmo que tenha somente 1 aluno. Caso não tenha nenhum aluno, o professor deve espera-los dentro da sala de aula. Um aluno chegando comece sua aula normal, sem espera.

Intervalo: Temos um intervalo de 10 minutos depois de 1 hora de aula, e aos sábados um intervalo de 15 minutos após 2 horas de aula. O intervalo é importante para que os alunos possam relaxar um pouco, mas não passe mais do que 15 minutos, intervalos longos são uns dos motivos de maior reclamação entre os alunos. Ele serve somente para beber uma água e ir ao banheiro, e não para fazer uma refeição. Não deixe jamais de dar intervalo, mesmo nos dias de prova e não incentive seus alunos a saírem da escola, não há necessidade, pois temos uma cantina. O professor está proibido de sair da escola na hora do intervalo e de terminar as aulas antes do horário.

Número de alunos em sala de aula : É muito importante informar aos alunos a quantidade mínima dos mesmos em sala para manter o grupo. Normalmente o grupo começa cheio, com aproximadamente 12 alunos e no decorrer do curso, por vários motivos, o número de alunos em sala de aula cai, às vezes até ficando com 4 ou 5 alunos. Para um grupo dar continuidade e ir até o final, ele precisa ter no mínimo 5 alunos, caso contrário, a turma migrará para outra , talvez algumas aulas atrás. Os alunos não serão prejudicados, muito pelo contrário, eles entrarão em uma turma e voltarão algumas unidades, assim os que tiveram faltas, poderão rever o conteúdo dado em sala de aula. Nunca se esqueça de informar aos alunos sobre essa possível migração. Incentive-os a ir para as aulas, assim o grupo permanecerá o mesmo, não havendo a necessidade de unir com outro.

Aulas 100% em inglês: As aulas do intensivo são 100% em inglês

Qualify

Homework from Essential Grammar in use book.

UNIT	Essential Grammar
1	1 # all - 2 # all
2	9 # all
3	**Composition 01**
4	64 # 1/2
5	65 # 1/2/3
6	5 # 1/2 - 6 # 1/3 - 7 # 1/4
7	94 # 1/2
8	103 # 1
9	**Composition 02**
10	10 # 1/2 - 11 # 1/2/5
11	97 # 2
12	**Composition 03**
13	
14	12 # 1/2/3
15	54 # 1/2/3
16	
17	
18	3 # all - 4 # all - 8 # 1/2
19	
20	

UNIT	Essential Grammar
21	109 # 1/2 - 110 # 1/2
22	13 # all
23	14 # all
24	106 # all **Composition 04**
25	
26	26 # all
27	
28	**Composition 05**
29	**Composition 06**
30	85 # all - 86 # all
31	52 # 1/2/4
32	74 # 1/2 - 75 # all
33	
34	17 # all **Composition 07**
35	15 # all
36	
37	60 # all
38	20 # all
39	
40	

UNIT	Essential Grammar
41	**Composition 08**
42	76 # 1/2
43	83 # 1/2/3
44	84 # 1/2
45	
46	87 # all - 88 # 1 - 90 # all
47	89 # all
48	91 # 1/2 - 92 # 1/3
49	
50	27 # 2/3/4/5 - 28 # 1/2/3
51	**Composition 09**
52	
53	
54	98 # 1/3 - 99 # all
55	**Composition 10**
56	
57	57 # 2/3 - 58 # 2/4
58	31 # 1/2
59	48 # 1/2/3
60	

UNIT	Essential Grammar
61	45 # all
62	32 # 1/5
63	
64	
65	
66	21 # all
67	**Composition 11**
68	
69	
70	101 # all
71	**Composition 12**
72	
73	114 # all - 115 # all -
74	19 # all
75	**Composition 13**
76	Page 250, 251
77	
78	100 # all
79	
80	

COMPOSITION TOPIC

Composition #	Unit	Topic
Composition 01 -	UNIT 3:	Write 10 sentences about you.
Composition 02 -	UNIT 9:	Write about your routine. From the time you wake up until you go to bed.
Composition 03 -	UNIT 12:	Tell me 20 things you did and didn't do one week ago.
Composition 04 -	UNIT 24:	How do I get to your house from Qualify?
Composition 05 -	UNIT 28:	Write 20 sentences using "Going to". Mix aff, neg, int, wh questions
Composition 06 -	UNIT 29:	Describe a famous person and bring a picture.
Composition 07 -	UNIT 34:	Ask me 20 questions using "Have you ever...?"
Composition 08 -	UNIT 41:	Write a recipe. The ingredients and the way you prepare it.
Composition 09 -	UNIT 51:	What do you think you are going to do in the future? Write 10 sentences
Composition 10 -	UNIT 55:	Write 10 things you will do if you win on the lottery?
Composition 11 -	UNIT 67:	Write about your favourite festival in Brazil.
Composition 12 -	UNIT 71:	Help a friend find a "date". Write his/her profile.
Composition 13 -	UNIT 75:	Tell me 15 things you have done and 15 you haven't done recently.

Qualify

CONTENT: To make appointments.	MATERIAL: English for Life, CD 1, ordinal numbers list, English Way VOL 3 and 10.	Class 04	UNIT 8

STEPS	ATIVIDADE
1	• Give each student a **list with ordinal number.** • **ASK**: *When is your birthday? It's in (month).* • Go through the list of dates. **Elicit**: each ordinal number. • Nominate individual students to say the dates. • **ANSWERS: 1- the first of May / May the first. 2- the sixteenth of November / November the sixteenth. / 3- the twelfth of April. / April the twelfth. 4- the twelty second of October / October the twenty second. 5- the thirtieth of March / March the thirtieth. 6- the fourth of July / July the fourth. 7- the third of January / January the third. 8- the tenth of December / December the tenth. 9- the thirty first of February / February the thirty first.**
2	• **PRE LISTENING QUESTIONS** *Where is she? What does she do? What is she doing?* • **PLAY LISTENING 8.1 (CD 1 track 17)** • **WRITE**: *I've got an appointment _____ 1 June*. Point to the gap. **ASK**: *in, on or at?* • Play the audio again. Tell students to complete the gaps with ***in, on or at.*** • Nominate two students to read out the text. • Practice the conversation. • **ANSWERS: 1- on. 2- at. 3- on. 4- in. 5- at. 6- at. 7- at. 8- on.**
3	• **EXPLAIN IN ON, AT.** • Ask questions to elicit time expressions. *When does this lesson finish? When do you watch TV? When is your mother's birthday?* • **PLAY LISTENING 8.2 (CD 1 track 18)** - Audio Script 1 When's your interview? (Friday) It's on Friday. 2 When's your appointment? (The seventh of June) It's on the seventh of June. 3 When's your holiday? (August) It's in August. 4 When's your test? (Afternoon) It's in the afternoon. 5 When's your appointment at the doctor's? (Half past two) It's at half past two. 6 When's your meeting? (Wednesday morning) It's on Wednesday morning
4	• **Everyday expressions.** • Ask students to complete the expressions. • **Drill** each expression as a class. **ANSWERS: is, can't, make, come, is.**
5	• **ASK ABOUT THE CONVERSATION**: *When was Mrs Henderson's old appointment? What time was the old appointment?* • **PLAY LISTENING 8.3 (CD 1 track 19)** twice. Go through the answers together. Audio script at the end of the book. • Put students in pairs. Ask them to make a new conversation using the information in the table. • **ANSWERS: 1- old appointment: 30 March, 3:20. New appointment: 8 April, 3:40. 2- old appointment: 27 January, 11:50. New appointment: 9 February, 10:20**
PRONUN	• **ASK**: *Which is the stressed syllable?* **Elicit**: *the first syllable.* Repeat with *July* and *Afternoon.* • In pairs tell students to listen and mark the stress. • **PLAY LISTENING 8.4 (CD 1 track 20)** twice. • **ANSWERS: Monday, July, afternoon, November, birthday, electrician, appointment, evening, Wednesday, April, receptionist, engineer, eleven, interview.**
RESOURSE ACTIVITY	• **DVD ENGLISH WAY VOL 3: LESSON 3 HOLIDAY PLANS.** Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle. • **DVD ENGLISH WAY VOL 10: LESSON 2 COULD YOU PUT ME THROUGH?** Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle.
HOMEWORK	• Grammar book: **New Edition** (103# 1/3) and **Old Edition** (UNIT 97).

Qualify

CONTENT: To ask about and describe someone's job.	MATERIAL: English for Life, CD 1, flash cards.	Class 04	UNIT 7

STEPS	ATIVIDADE
WARM UP	• In pairs give to the students many **cards with activities.** Tell them that they must have a conversation in simple present making questions with do/does to each other, using frequency and time.
1	• **PRE LISTENING QUESTIONS** - *In your opinion what's his name? How old is he? Where does he live?* • **PLAY LISTENING 7.1 (CD 1 track 16)** • Underline new vocabulary. • **ANSWERS: He works on an oil rig. Yes, he does. (likes his job)**
2	• **SAY**: *He lives in Norway.* • **ASK**: Is this sentence true or false? Tell students to complete the exercise in pairs. • After correction, tell students to make the correction of false sentences *(2, 3, 6 and 7)* • **ANSWERS: 1- T. 2- F. 3- F. 4- T. 5- T. 6- F. 7- F. 8- T** • **ANSWERS: 2- he goes home every two weeks. 3- He works on the day and night shifts. 6- They are all sorts of works. 7- Arne works on a farm when he's at home.**
3	• Put students in pairs to complete the exercise. • **LANGUAGE NOTE (ADVERBS OF FREQUENCY). DRILL** word each. • **ANSWERS: Any three of the following: sleeps a lot, goes to the gym, plays table tennis, goes to the cinema.** **Any of the three following: cleaners, engineers, plumbers, chefs, secretaries, computer engineers, nurses, painters.** **Any two of the following: works on the farm, goes fising, goes skiing.** **The money is good and he enjoys the time at home.** **He sometimes gets seasick. He can't sleep when he changes from day to night shift.**
4	• Ask them to underline all the adverbs of frequency in the text. • Tell students to use each adverb to make sentences about their lives.
5	• Put students in pairs and tell them they are going to interview each other. • Tell them to write four questions to ask his / her partner about his / her life and his / her job.
ENGLISH IN THE WORLD	• Nominate one student to read the text. Check pronunciation. • Ask questions to check comprehension. - *What are normal working hours in Britain?* - *Why do some people work outside these hours?* - *What does 24/7 mean?* • Ask students questions about normal working hours in Brazil. - *What are the normal working hours in Brazil?* - *Are any shops open 24/7 in Brazil?* - *Which ones?*
HOMEWORK	• Grammar book: **New Edition** (5# 4/5, 94# 1/2) and **Old Edition** (UNIT 6, 94).

Qualify

CONTENT: To talk and ask about people's working lives.	MATERIAL: English for Life, CD 1, flash cards, DVD ENGLISH WAY vol 2	Class 03	UNIT 6

STEPS	ATIVIDADE
1	• **PRE LISTENING QUESTIONS** *Who can you see? What are they doing? What's Russell thinking?* • **PLAY LISTENING 6.1 (CD 1 track 14)** • **POS LISTENING QUESTIONS** *Who is Russell talking about? How often does Lucy go to the café? Who lives in Brent Street?* • **PRACTISE THE CONVERSATION** • **ANSWERS: Russell is talking about Lucy.**
2	• **GRAMMAR TABLE** • Ask questions about the text in **exercise 1.** • **Example**: *Does Lucy go to the café every day? Does Lucy work for a magazine company?* • Ask students about themselves and their classmates. • **Example**: *Where do you work (name of a student)? Where does she (name of a student) work?*
3	• Ask students to supply the correct form of the verb. • Tell students to write eight sentences about **Jordan's life**, and then put them in pairs to compare their answers. • Remind students that verbs ending in ***–sh*** (finish) add ***–es*** in the third person. • **ANSWERS: 1- He lives in Park Road. 2- He works for a computer company. 3- He repairs computers. 4- He drives a van. 5- He starts work at nine o'clock. 7- He often goes to the coffee shop. 8- He meets his friends there.**
4	• Tell students to change the sentence in the negative. • **PLAY LISTENING 6.2 (CD 1 track 15)** - Audio Script **1** I live near the station. I don't live near the station. **2** He finishes work at six. He doesn't finish work at six. **3** They wear a uniform. They don't wear a uniform. **4** We drive to work. We don't drive to work. **5** You work at weekends. You don't work at weekends. **6** She uses a computer. She doesn't use a computer
5	• Ask students to read the text and write the correct form of the verb in branckets. • Put students in pairs to compare their work, nominate different students to read one sentence from the text. • **ANSWERS: 1- Work. 2- Work. 3- Works. 4- Doesn't work. 5- Finish. 6- Get. 7- Don't take. 9- Go. 10- Finishes. 11- Have. 12- Drive. 13- Watches. 14- Goes.**
6	• With **flash cards**, show students a sentence. Tell students it's a questions but something is missing. • Call out one student to ask this question to a classmate. Do it with all the questions with different students. • **ANSWERS: 1- Where do you work? 2- Do you work at night: 3- What does your husbabd do? 4- Does he work at night, too? 5- What time do you finish work? 6- What do you do during the day? 7- What time does Dave finish work? 8- What do you do in the evening?**
7	• Ask students to write a paragraph about their daily life, using some of the verbs. • Put students in pairs. Tell them to swap their work and read about their partner. Nominate individual students to answer questions about their partner.
RESOURSE ACTIVITY	**DVD ENGLISH WAY VOL 2 LESSON 3 (HOW WAS YOUR DAY?).** Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle.
HOMEWORK	• Grammar book: **New Edition** (5#1/2, 6#1/3, 7#1/4) and **Old Edition** (UNIT 6, 7, 8).

Qualify

CONTENT: To name and describe different jobs.	MATERIAL: English for Life, CD 1, flash cards, DVD Oxford	Class 03	UNIT 5

STEPS	ATIVIDADE
WARM UP	• **Find the lie:** Tell them to write five pieces of information about themselves. Two of these bits of information must be false, and three must be true. Nominate one student to start. Tell the student to stand up and to hold his / her piece of paper in front of the class. The student should say sentence by sentence and the others must guess which statements are false.
1	• **PLAY LISTENING 5.1 (CD 1 track 13)** (to hairdresser). • **Drill** each item as a class. Repeat with places and verbs. • **FLASH CARDS:** *Where does an artist work?* **Elicit***: a Studio.* Repeat with different pictures.
2	• In pairs students think of two or more people, places, and verbs to add to the diagram. • **LANGUAGE NOTE:** Ask if they know any more jobs that can be made by adding **–er** to a verb. • **Examples**: *painter, writer, manager, dancer, Office worker.*
3	• Put students in pairs to write two examples of people who do each verb. Ask students to call out their ideas. • **POSSIBLE ANSWERS: Wear a uniform: police officer, flight attendants. Do shift work: police officers, taxi drivers. Work outdoors: gardeners, postman. Repair things: mechanic, plumbers. Look after people: nurses, care assistants. Use a computer: teachers, computer programmers.**
4	• Put students in pairs to write three sentences about the other pictures. Go through the answers as a class. • **POSSIBLE ANSWERS: 1- she is a nurse. She works in a hospital / children's home / old people's home. She looks after people. 2- He's a hairdresser. He works in a salon. He cuts hairs. 3- She's a flight attendant. She wears a uniform. She looks after people. 4- He's a gardener. He works outdoors / in a garden / in a park. He does the gardening / looks after gardens / plants.**
5	• Give to each student a **flash card** about jobs. One by one, students have to describe the job saying the place where this professions acts, activities, uniforms, etc. The others have to find out the profession.
6	• Tell them to make notes about their Jobs / studies. Ask questions about students' job. • **Example**: *What do you do? Where do you work?* • Put students in pairs to tell each other about their friends / family. Monitor.
Resourse Activity	• **DVD OXFORD: SMART CHOICE 1 UNIT 3 JOBS.** Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle.

Qualify

CONTENT: Complete a form and ask how people are and what they're doing.	MATERIAL: English for Life, CD1, DVD Oxford	Class 02	UNIT 4

STEPS	ATIVIDADE
1	• **PRE LISTENING QUESTIONS** - *Where are they? What is the man doing? What is the man holding?* - *Who do you think the girl in the photo is?* • **PLAY LISTENING 4.1 (CD 1 track 11)** • Underline new vocabulary • **POS LISTENING QUESTIONS PICTURE 1** - *What is the girl's first name? Is she a computer engineer? Has she got a boyfriend?* - *What's her boyfriend's name? Where is he from? What's his job? Where does he live?* • **POS LISTENING QUESTIONS PICTURE 2** - *What's the man's name? Where is he from? Does he live in the USA?* - *What sort of company does he work for? Where is his girlfriend from?* - *What's her name? What does she do?* • **POS LISTENING QUESTIONS PICTURE 3** - *Who is the woman? Is she married? Where does she work? What´s her husband´s name?* - *What's her daughter's name? How old is Melanie? How old is her son? What´s his name?*
2	• Focus on the **table.** • **ASK**: *What's her name? What's her nationality? What does she do?* • In pairs students complete the columns. • **ANSWERS: Lucy Patterson: British, personal assistant. Jordan Morris: Australian, computer engineer. Peter Columbo: American works for a magazine company. Sarah Chen: Singaporean, student. Cindy Gaskel: British, owns / works in an internet café. Ryan Gaskell: Irish, owns / works in an internet café**
3	• Explain **genitive case** • **ASK**: *Who is Ryan and Cindy's son?* In pairs students complete the table. • **ANSWERS: 1- Russell. 2- Lucy. 3- Cindy. 4- Peter. 5- Melanie. 6- Cindy and Ryan**
4	• **PRE LISTENING QUESTIONS** - *Where is Peter? Who is he with?* • **PLAY LISTENING 4.2 (CD 1 track 12)** • Underline new vocabulary • **POS LISTENING QUESTIONS** - *Why is Peter busy?* • In pairs answer the questions. • **ANSWERS: 1- His company / He is moving to new offices this week. 2- in Manchester. 3- Melanie. 4- He's travelling round the world.**
5 / 6	• Point to the gap and ask students to supply the missing word. • Focus on **everyday expressions**. Complete and underline them in the text. • **Drill** each expression as a class. • In pairs, practice the conversation. • **ANSWERS EX 5: are, you. ´s, away**
RESOURSE ACTIVITY	• In pairs, students describe their own family to their partner. • **DVD OXFORD: OXFORD FIRST CHOICE UNIT 7 WHAT ARE YOU DOING.** Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle.
HOMEWORK	• Grammar book: **New Edition** and **Old Edition** (UNIT 64 # 1/2).

Qualify

CONTENT: Give information about myself.	MATERIAL: English for Life, CD 1, flash cards,	Class 02	UNIT 3

STEPS	ATIVIDADE
WARM UP	• Give one picture to each student. The picture is a famous place in a country. • **ASK:** *Where are you from?* **ELICIT**: *I'm from (name of a country).*
1	• **PRE LISTENING QUESTIONS** - *Where are the people?* - *Who are they?* - *What are they doing?* - *Who is working?* • **ASK**: *What information do you have to give when you register at a school?* • **PLAY LISTENING 3.1 (CD 1 track 10)** - audio script at the end of the book • **WRITE**: *She's Turkish / Egyptian.* Tell students to choose the correct answer. • Play the audio again for students to complete the exercise. • **ANSWERS: 1- Turkish, 2- Chemist, 3- Married, 4- Has, 5- London, 6- Mobile.**
2	• **ASK**: *What is the question if I want to know your title?* Do this with all the topics on the table. • Tell them to complete the table with the information from **exercise 1**. Play the audio again. • **ANSWERS: First name: Meryen. Surname: Yilmaz. Date of birth: 02/06/80. Nationality: Turkish. Occupation: chemist. No. of dependants: 2. House number: 22. Street: Gleeson Road. City/Town: London. Postcode: NW19-7GH. Tel. no: Mobile: 07784-593162. Email address: meryem.yilmaz@abc.com**
3	• Put students in pairs to match the official terms with the questions. • **LANGUAGE NOTE**. Give more examples using students' birthday. *What's your date of birth?* • **ANSWERS: 1- f, 2- a, 3- h, 4- c, 5- e, 6- g, 7- b, 8- d.**
4	• Put students in pairs to interview each other.
ENGLISH IN THE WORLD	• **TEACH**: how to say the address. *Underscore (_), hyphen (-)*, at (@), dot (.) • Tell one student to say his / her email the others have to write. Repeat it with everybody.
Homework	• **Composition 01: Write 10 sentences about you.**

Qualify

CONTENT: Ask about and give personal information.	MATERIAL: English for Life, CD 1, flash cards, DVD English way VOL 1	Class 01	UNIT 2

STEPS	ATIVIDADE
WARM UP	• Divide students into two teams. Give to each team a **package**. Inside this package, there are names of countries and nationaties. They have to set them up. The first team to finish is the winner. • After they finish, tell them to say in loud voice the countries and nationalities. Reward them with claps.
1	• **PRE LISTENING ORAL QUESTIONS** *Where are they? Who are they? What are they doing?* • **TEACH: New vocabulary:** *Questionnaire.* • **ASK**: *What sort of information the questionnaire might ask for?* • **WRITE:** *Where (am / is / are) you from?* **ASK:** *Which is the correct word?* • Put students in pairs to choose the correct words to complete each question. Explain when we use **were / was.** • **PLAY LISTENING 2.1 (CD 1 track 6)** • **ANSWERS: 1- are, 2- 's, 3- are, 4- is, 5- were, 6- have, 7- have, 8- do, 9- do, 10- do.**
2	• **GRAMMAR TABLE** • On the board draw 3 collumns. In each one, write ***verb to be, have got* and *do / does***. Then elicit an affirmative sentence with ***verb to be, have got* and *do / does***. Tell students to change the sentence into negative and interrogative. Write them. • **ASK**: *Where are you from, (name of a student)?*
3	• **PLAY LISTENING 2.2 (CD 1 track 7)** - Audio Script 1 You're a student. Are you a student? 2 You've got two children. Have you got two children? 3 You work here. Do you work here? 4 You're from Canada. Are you from Canada? 5 You like sport. Do you like sport? 6 You've got a house. Have you got a house?
4	• Look at the questions in the questionnaire in **exercise 1**. • Ask students to read the questions and write answer about themselves. • Put students in pairs and tell them to use the questions to ask about their life.
5	• **WRITE**: *Where ___ you from?* • **ASK**: *What's this?* **ELICIT**: *Are*. Repeat with *Where ____ he from?* • Tell students to rewrite each of the questions in the questionnaire using **he or she**. • Put students with a new partner to ask and answer questions about their first partner. • **ANSWERS: 1- Where is he/she from? 2- What's his/her cast name? 3- Is he/she married? 4- When is he/her birthday? 5- Where was he/she born? 6- Has he/she got any brothers and sisters? 7- Does he/she live near here? 9- What does he/she do? 10- What does he/she do in his/her free time?**
6	• A student reads the text. • **ASK:** *What's her name? Where is she from?* • Tell students to rewrite the text using information about themselves. • Put students in pairs to read each other's work and check spelling and pronunciation.
PRONUN	• Game **phonetic symbols**. Put students in pairs and give to each pair a **package**. They have to match the symbol and the word. • **ANSWERS: 1- look, 2- know, 3- week, 4- man, 5- your, 6- eight.**
RESOURCE ACTIVITY	• **DVD ENGLISH WAY 1 (LESSON 1,2,3)**: Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle.
HOMEWORK	• Grammar book: **New Edition** (UNIT 9), **Old Edition** (UNIT 10).